DOCUMENT RESUME

ED 135 065 95 EA 009 182

TITLE	Project ORDER: Organization for Responsibility, Dependability, Education and Reality. Evaluation Report 1974-75.
INSTITUTION	North Forest Independent School District, Houston, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jul 75
NOTE	101p.; An E.S.A.A. II Project for B.C. Elmore Middle School; For a related document, see EA 009 183
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Academic Achievement; Autoinstructional Aids; Cocurricular Activities; Curriculum; *Educational Environment; Educational Objectives; *House Plan; Individualized Instruction; *Middle Schools; Models; Program Descriptions; Questionnaires; Secondary Education; *Student Attitudes; *Student Behavior; Teaching Methods; Urban Education
IDENTIFIERS	Emergency School Aid Act

ABSTRACT

Project ORDER is a pilot project tested in an urban middle school in Houston, Texas. The program was intended to improve the general school atmosphere; to improve students' attitudes toward the school, its program, faculty, and administration; to show significant improvement in pupil behavior; and to substantially improve teaching-learning experiences and cognitive achievement. Implementation of the program was marked by three distinctive but overlapping strategies--use of the cluster approach to functional control, the introduction of several methods for teaching affective education, and the addition of personnel, including team leaders, counselors, a supervisor for the crisis intervention center, and teacher aides. The objectives, activities, and evaluation methods for each of the program's subsystems--curriculum, student body, extracurricular activities, class schedule, administration, facilities, and faculty and staff--are presented. Appendixes present instructions for writing an auto-tutorial learning packet and supplemental information on the program. (Author/IRT)

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PROJECT ORDER

ORGANIZATION FOR RESPONSIBILITY DEPENDABILITY EDUCATION AND REALITY

EVALUATION REPORT 1974-75

AN ESAA PILOT PROJECT

IN

B.C. ELMORE MIDDLE SCHOOL

NORTH FOREST I.S.D.

HOUSTON, TEXAS

EA 009 182

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PROJECT O ORGANIZATION FOR

R RESPONSIBILITY,

D DEPENDABILITY,

E EDUCATION AND

R REALITY

An E.S.A.A. II Project for

B. C. Elmore Middle School

North Forest Independent School District

Houston, Texas

under the auspices of

Health, Education, and Welfare

U. S. Office of Education

July, 1975

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PROJECT

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Project ORDER is a pilot program of the Emergency School Aid Act designed to meet special needs of the B.C. Elmore Middle School, North Forest Independent School District, Houston, Texas. It is a total program involving the administration and staff, the faculty, the student body, the curriculum, the physical plant, the parents, and the community. The pilot program functioned during the 1974-75 school year and may be refunded for an additional year.

B.C. Elmore Middle School was chosen as the pilot school for this project because of certain existing problems in the school which were felt to typify the problems of an urban middle school serving a community which felt the adverse effects of minority group isolation. The primary and underlying problem in the school was one of negative behavior, or lack of positive behavior, by the students. This negative behavior made education extremely difficult. The tasks of the faculty were compounded by a low degree of motivation on the part of the students. The total enrollment of the school was almost one thousand students, which contributed to a feeling of anonymity and impersonalness among the student body.

Goals and Objectives

The overall goal of the program was to develop an atmosphere of

positive, constructive, orderly, and acceptable student behavior which would contribute to student achievement in the socio-academic milieu of the school. One objective was to improve the general school atmosphere including significant improvement in teachers' perceptions of school climate. A second objective was a significant improvement in students' attitudes towards the school, its programs, its faculty, and its administration. A third objective was to show significant improvement in pupil behavior and reduction in pupil behavior problems. A fourth objective was to substantially improve teaching-learning experiences and cognitive achievement.

Basic Assumptions

Basic concepts which serve as a basis for the project were reflected by the title ... PROJECT

O Organization for
R Responsibility,
D Dependability,
E Education, and
R Reality.

It operated on the basic assumption that the school should be organized so as to eliminate feelings of impersonalness and anonymity on the part of students and impotency on the part of teachers. The organization assigned responsibility to students and teachers for the consistent practice of constructive behavior, and for maintenance of a positive learning-behaving atmosphere, within which learning could occur.

Special features of the project were based on several basic assumptions. (1) Much of the misbehavior of students in the secondary schools results from a feeling of impersonalness and anonymity due to large enrollments and limited contacts with the teachers and other adults in the school. A lack of identification with the school causes an alienation when students feel that no one really knows them nor cares about them. At

the same time, teachers feel powerless to cope with the discipline problems when students in the halls constitute a large, anonymous mass. Organizational arrangements can remove these handicaps. When a small group of teachers are given help and leadership, they can know two or three hundred students well, supervise their total education, understand their problems, and be responsible for behavior in a total part of the building. The cluster organization of Project ORDER strikes directly at the problem and facilitates correction of it. (2) In recent decades many schools have neglected or abandoned attempts to teach values and behavioral attitudes. This has helped to contribute to a decrease in teachers' feelings of responsibility for students' affective education and an accompanying loss of control of students' behavior. Recent developments in psychology and sociology have provided some promising techniques and applications in this area. Individually Guided Education (IGE), transactional analysis, reality therapy, behavior modification, values identification, and human relations education are all examples of these new techniques. (3) It is an accepted truism that most serious discipline problems are caused by a small proportion of the students. Project ORDER included provision for a Crisis Intervention Center, which would be better equipped than the regular classroom to deal with the more severe problems of these youngsters. It is hoped that this may facilitate improvements for those students. However, another purpose is to remove disruptive students from the regular classrooms, where neither they nor their teachers could be responsible for their behavior.

Implementation

The program was implemented by three distinctive but overlapping strategies: (1) the utilization of the cluster approach to functional control; (2) the introduction of several methods for teaching affective

education; (3) additional personnel, including team leaders, counselors, a supervisor for the crisis intervention center, and teacher aides.

The primary mode of attack upon dysfunctional organizational factors was to reorganize the school's student body, faculty, and facilities to provide four clusters, each containing about 200 to 300 students. This emphasis upon membership in a smaller group was aimed at reduction of the feeling of anonymity and impersonalness on the part of the students and the removal of the feeling of helplessness and futility on the part of teachers, as they attempted to deal with behavior problems and learning problems.

Many approaches were used to achieve the objectives related to affective education. The Individually Guided Education Program was introduced into the school. This plan of action helped the faculty fit instruction to the students' individual learning styles and levels. The faculty employed the theories of transactional analysis to aid them in understanding and evaluating the behavior of the students. The use of reality therapy was encouraged to help the individual accept responsibility for his actions. Techniques of behavior modification were used in the classroom to reinforce desirable, responsible behavior. A concerted effort was made to inspire the students with a feeling of self-worth and pride through cultural awareness programs and ethnic studies. A crisis intervention center was established to meet the special needs of the small percentage of pupils who experienced severe difficulty in adapting to the demand for self-control and responsible behavior.

Extra personnel were provided and authority delegated to assist teachers in achieving the objectives of the project. A team leader was assigned to each cluster to lead and assist teams of teachers in their work with students. A teaching aide was assigned to each of the four

clusters to relieve teachers of routine duties which interferred with teaching. Two extra counselors were employed and were charged with responsibility for working directly with students to help solve learning and behaving problems. Clerical and other impersonal tasks were eliminated from their duties to a very large extent. Two administrative interns were each assigned half time to share the administrative duties of the principal and the regular assistant principal. One of the team leaders was given primary responsibility for the supervision of the crisis intervention center, with the assistance of one of the aides and of the resource teachers of the school. All of these positions were designed to provide maximum aid and assistance to teams of teachers in their clusters.

Systems Model

In the reorganization of the school, a systems model was designed, implemented, tested, and evaluated. This model was based on a specific student-needs assessment and on a determination of the discrepancies between the existing status and the desired outcomes. It included program planning, program design, in-service activities, materials development, implementation, program evaluation, and reporting and replication. Using a systems approach, the school was viewed as a teaching-learning-behaving system with inter-related subsystems. The subsystems were comprised of the student body, faculty and staff, administration, curriculum, organization of program schedule, plant and facilities, and pupil services. This model is shown in Figure 1.

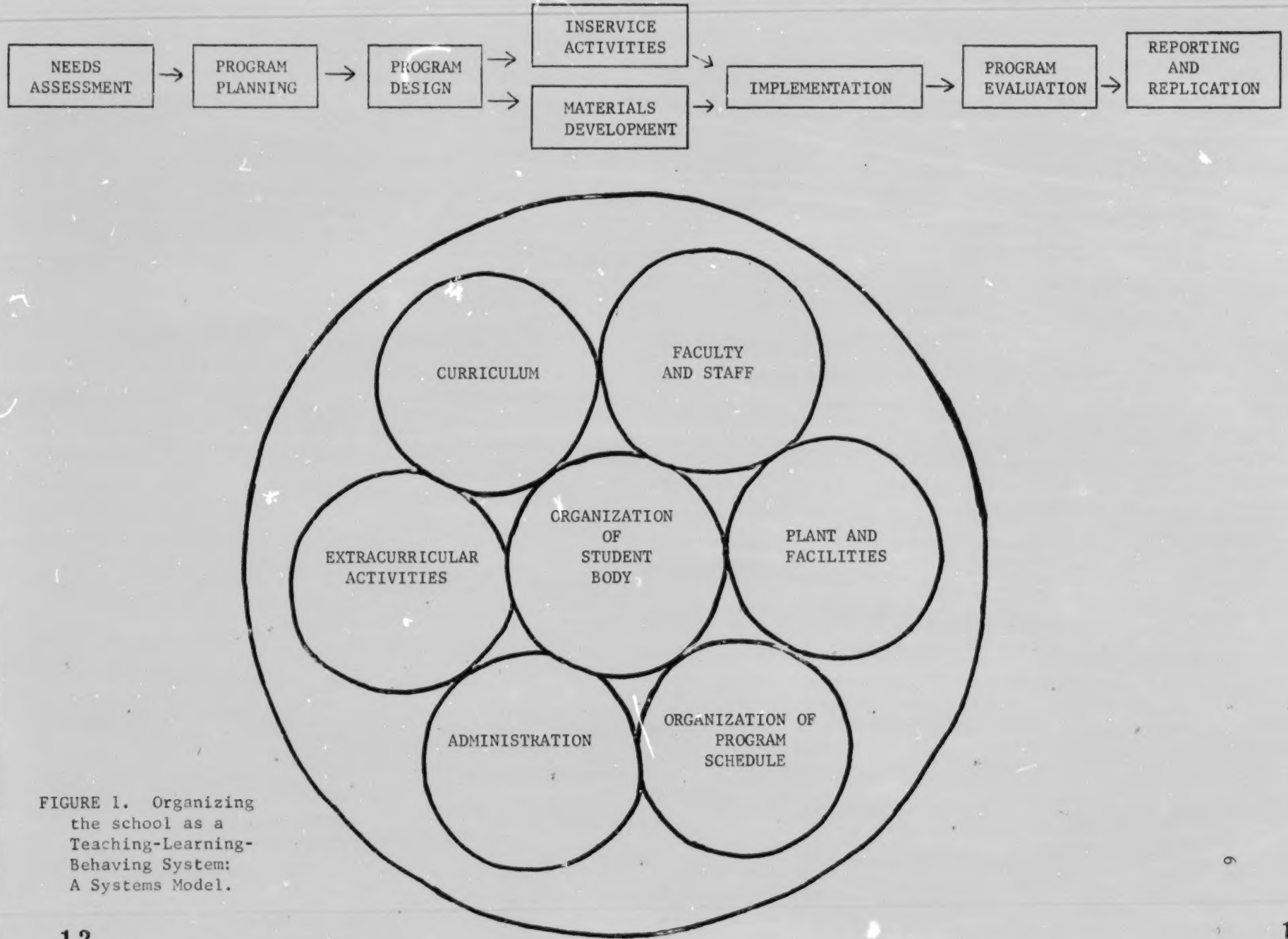


FIGURE 1. Organizing the school as a Teaching-Learning-Behaving System: A Systems Model.

OBJECTIVES, ACTIVITIES AND EVALUATION

The proposal for Project ORDER was submitted in the form of objectives, activities and evaluative procedures for the total reorganized school (viewed as the basic system) and for each of the respective subsystems of the school described above. This report consists of a summary of these objectives and activities and of the evaluative data which has been collected and analyzed during the school year.

The Basic System

Objectives: The basic objectives for the total project and the total reorganized school included the following:

1. To improve the general school atmosphere, including:
   a. Significant improvement in teachers' perceptions of school climate and behavior as measured by evaluative instruments which were selected and designed as part of the design phase of the project.
   b. Significant improvement in students' attitudes toward the school, its programs, its faculty, and its administration.
   c. Significant improvement in parents' attitudes toward the school and its programs.
2. To show significant improvement in pupil behavior and reduction in pupil behavior problems as evidenced by:
   a. A reduction of 25% in number of pupil misbehavior incidents reported by teachers in November, 1974, as compared with November, 1973, and a reduction of 50% by May, 1975.
   b. A reduction of 25% and 50% by November, 1974, and May, 1975, respectively, as compared with the number of cases of misbehavior referred to the principal's office in November, 1973.

c. Similar reduction of 25% and 75% in number of discipline cases resolved by corporal punishment.

3. Although the project aimed more directly at achievement of affective objectives, cognitive gain was also expected. Goals included the substantial improvement of teaching-learning activities, as evidenced by:

a. Extent of constructive activity.

b. Teachers' and students' subjective appraisals.

c. Qualitative analysis of curriculum.

d. Measurable testing of cognitive learning.

Activities: All of the reorganization and all of the special activities, programs and personnel of Project ORDER were aimed at achievement of these general goals or objectives. Description of the specific activities and arrangements are described as they related to each of the respective, seven subsystems as described below. However, all of these were treated as interrelated and interacting subsystems, and all were coordinated to contribute to the achievement of these overall objectives for the entire school.

Evaluation: Specific evaluative procedures were applied for each of the three basic goals or objectives described above, and their subparts.

1. a. The Organizational Climate Description questionnaire was administered in October, 1974, January, 1975, and May, 1975. Results showed that teachers, at the beginning of the school year, perceived the faculty behavior and relationships to be typified as highly disengaged and highly hindered by distractions from teaching, below average in feelings of intimacy between faculty members, and far below average in esprit. At

the same time, they perceived the administrator's behavior as being typically above average in aloofness and below average in consideration for faculty members, and as being very highly production oriented but below average in thrust. At the time of the January administration of the instrument, perceptions of faculty relationships were unchanged, but the administration was viewed as being more considerate and less aloof and as demonstrating somewhat more thrust. The end of the year administration indicated that the January perceptions had been maintained with very little change. However, teachers' perceptions of improved performance by their colleagues and improved student behavior and attitudes, described below, plus more subjective appraisals.

1. b. In May, 1974, November, 1974, and May, 1975, a School Sentiment Index instrument was administered to 200 seventh graders and 200 eighth graders. These instruments measured students' attitudes toward their teachers (including subtests related to teachers' modes of instruction, authority and control, and interpersonal relations with their students), attitudes toward the social structure and climate of the school, and their relations with their peers, attitudes toward learning, and attitudes toward school generally. Responses indicated that large majorities of both seventh and eighth graders held high positive attitudes toward all of these aspects of school and that this high morale was generally maintained throughout the first two months of the project. Results of the May, 1975, administration indicated that students attitudes had remained

stable. Improvements in student morale were also indicated by significant decrease in absenteeism and increase in percent of attendance over the preceding year.

1. c. Near the middle of the school year, a questionnaire was sent to a representative sample of approximately 200 parents of children in the school. The sample was selected to include proportionate numbers of parents of boys and girls, of sixth and seventh and eighth graders, and of students from each of the respective clusters. Parents were asked to evaluate eight aspects of the school and its programs, and were asked to rate these factors as superior, above average, average, below average, or inferior, as compared with other schools. In the cases of all factors, the majority of parents rated the school as average. However, some significant differences were apparent in the numbers rating the school as above average or superior, as opposed to below average or inferior. Substantial numbers saw the school building or facilities and the equipment and materials as being below average or inferior. About equal numbers of parents saw the school's discipline and control and the school's curriculum as being either above average or below average. In evaluating the school's faculty, and administration, and its interest in and consideration for children, significantly more rated the school as being above average or superior, rather than below average or inferior. In May of 1975, a survey was made of parents of children who had been assigned to the Crisis Intervention Center because they had not been able to exercise the self-control necessary

for the regular classroom. Twenty-two of the questionnaires were returned. In almost every case, these parents reported that they saw improvement in their child's attitude toward school, his behavior in school, his work and achievement in school, and his behavior and attitudes at home. These positive replies from parents of children who had experienced behavior problems at school were convincing evidence of approval of the school and its program.

2. The general objectives related to reductions in the numbers of pupil behavior problems were achieved. Success in this regard exceeded all expectations, although the time schedule of achievement was different from that predicted.

   a. Surveys of teachers indicated that the total number of discipline problems handled by teachers in one week in November, 1974, (2,224) was practically identical to the number of cases in the corresponding week of November, 1973, (2,321). This indicates that, during the first two months of the project, teachers were required to cope with incidents of misbehavior in large numbers, just as they had under the traditional organization. However, when the survey was repeated in a week in May, 1975, the number of cases reported was reduced to 865. This is a reduction of 63% from the number prior to the beginning of the project, and a reduction of 62% from the number of cases reported during the second month of the program.

   b. The number of cases which teachers referred to the principal's office was reduced from 739 in November, 1973, to 163 in November, 1974, and 170 in May, 1975. This constitutes a

reduction of 78% from the week in 1973, to the corresponding week in the second month of the project and a reduction of 77% from November, 1973, to the week in the last month of the 1974-75 program.

c. The number of cases which were resolved through use of corporal punishment were reduced from 503 in November, 1973, to 26 in November, 1974, and 36 in May, 1975. These constitute reductions of 95% and 93%, respectively. Incidence of other relatively harsh punishments, such as suspension, probation, and warning of same were similarly reduced. Figure 2 reports the results of the three surveys of discipline problems. Analysis of these surveys indicates that behavior problems persisted during the early weeks of the project, but that teachers were coping with these problems within the clusters rather than referring them to the principal's office. As a result of teachers working directly with students, it was possible to handle the problems in more constructive ways with more correction and less punishment. As a result, teachers succeeded in improving pupil behavior so that, by the end of the year, the frequency of misbehavior in class was greatly reduced.

Figure 2. Surveys of Discipline Problems: Numbers of Incidents of Misbehavior Reported by Teachers and Administrators.

	Week of Nov.5-9, 1973	Week of Nov.4-8, 1974	Week of May 5-9, 1975
Number of cases not referred to the principal's office	2,321	2,254	865
Reduction from November, 1973		3%	63%
Number of cases referred to the principal's office	739	163	170
Reduction from November, 1973		78%	77%
a. Suspended	15	6	12
Reduction		60%	20%
b. Corporal Punishment	503	26	36
Reduction		95%	93%
c. Probation	9	2	4
Reduction		78%	56%
d. Warned	111	32	52
Reduction		72%	53%
e. Other	101	36	24
Reduction		64%	76%
TOTAL Number of Cases Reported	3,060	2,427	1,035
Reduction from November, 1973		21%	66%
Conferences with Parents	915	35	23
GRAND TOTAL	3,975	2,462	1,058
Number of Teachers Reporting	26	33	39

3. Evidence indicates that objectives of Project ORDER, related to substantial improvement in teaching-learning experiences, were achieved to a large degree.

   a. As described in the Curriculum Subsystem evaluation, constructive work related to improvement of instruction was planned and implemented. Activity by teachers was evident in extensive inservice training aimed at improvement of curriculum and instruction and in constant development of modules and plans. Throughout the year, there was an apparent increase in the consistency of constructive learning activities in the classrooms of the school. More and more student time was spent in productive learning activity as the reduction in behavior problems removed the necessity for constant attention to enforcement.

   b. At the end of the school year, in May, 1975, teachers were asked to respond anonymously to a questionnaire related to their perceptions of changes in the teaching-learning environment. Forty-five teachers responded. Thirty-six of these teachers (or 80%) responded that the time which they were required to spend in dealing with discipline problems in their classes had decreased during the school year. On the other hand, 33 of the teachers (or 75%) perceived that the proportion of time spent in constructive teaching-learning activities in their classrooms had increased during the course of the school year. Thirty-nine teachers (or 87%) stated that they felt that the quality of curriculum and instruction had improved in their own classes during the school year, and thirty-two

teachers (71%) saw the curriculum and instruction of other teachers in the school as generally improving during the first year of the project. Finally, thirty-six teachers (80%) felt that the academic achievement of their students had improved during the school year, and 38 teachers (85%) saw an improvement in attitudes and efforts of their students during the first year of Project ORDER. Figure 3 reports the responses of teachers on this total survey.

Students also held generally favorable views of teachers' modes of instruction and positive attitudes toward learning, generally, as measured by the School Sentiment Index in November, 1974.

Figure 3. Responses of Teachers on Survey of Perceptions of Changes in Teaching - Learning Activities.

Questions Asked: In the course of the school year, do you see....	Decreasing or Declining N	%	No Change N	%	Increasing or Improving N	%
1. The time which you have spent in dealing with discipline problems as increasing or decreasing, in your classroom?	36	80%	3	7%	6	13%
2. The time spent in constructive teaching-learning activities as increasing or decreasing, in your classroom?	9	20%	3	7%	33	73%
3. The quality of your classroom curriculum and instruction as improving or declining?	3	7%	3	7%	39	87%
4. The curriculum of other teachers in the school (or those that you are familiar with) as generally improving or declining?	4	9%	9	20%	32	71%
5. The academic achievement of your students as improving or declining?	5	11%	4	9%	36	80%
6. The attitudes and efforts of your students as improving or declining?	5	11%	2	4%	38	85%
7. Curriculum revision has been based on a matrix combining learning processes and life-interest areas such as self-concept, career, consumer, leisure, and cultural interests. During the course of the school year, have you observed:						
a. Releavancy of your classroom curriculum to student's life interests as increasing or decreasing?	2	5%	16	36%	27	60%
b. The teaching of other faculty members becoming more relevant to life interests of students?	1	2%	15	34%	28	64%

3. c. As indicated in Figure 3, 27 teachers (60%) perceived as increase of the relevancy of curriculum in their own classroom instruction, and 28 teachers (64%) recognized an increase in relevancy of instruction and curriculum of other faculty members. During the year 34 teachers (77% of those reporting) had constructed one or more teaching modules, based on a matrix which required consideration of both learning processes and relevant life-interest areas of students. The number of modules constructed by teachers varied from one to eighteen.

d. Significant improvement in standardized achievement test scores had not been anticipated for it was recognized that measurable and significant improvement of cognitive goals could not be readily apparent in one year. Also previous attempts to measure cognitive achievement of students in schools which have the adverse effects of minority group isolation have resulted in social and cultural extraneous factors distorting the true results of the school's teaching-learning programs.

Performance of seventh grade students on the Comprehensive Tests of Basic Skills of the California Test Bureau was not changed significantly from the preceding year, and continued to be substantially below national norms.

The North Forest Independent School District and B.C. Elmore Middle School, like many others in the nation, have been deemphasizing these biased test results and searching for better means of appraising true achievement of students. During the school year a more sensitive testing program was conducted with many students in connection with their study in

the reading laboratory. This consisted of pre-tests and post-tests on criterion referenced tests of reading from the Educational Development Corporation, and calculated growth during the entire school year. Results were very favorable and the majority of students accomplished a greater number of objectives than initially anticipated.

Summary and Conclusion

Project ORDER has been effective in helping to develop an atmosphere of more positive, constructive, orderly and acceptable behavior through reorganization of B.C. Elmore Middle School. The cluster organization has helped to eliminate feelings of anonymity and impersonalness on the part of students and feelings of helplessness on the part of teachers. This makes possible an increased sense of responsibility for students, on the part of the teachers, and, for the students, and increased acceptance of responsibility for their own behavior.

The use of the systems model has provided a structure and guidance for planning, implementing and evaluating the reorganization process to all aspects of the school, and still allowed an adaptability and ongoing adaptation of plans as the project developed.

The improved general school atmosphere has been evidenced by instruments measuring the perceptions and opinions of teachers, students and parents, by significant reduction in the frequency of misbehavior on the part of students and reduction in the need for punitive action, and by a decrease in the proportion of class time spent on discipline and behavior problems and an increase in the time spent on constructive teaching-learning activities.

In addition to reorganization measures, activities have included the

development of a more appropriate curriculum, more relevant to the life-interests of the students and incorporating more direct teaching to affective objectives of attitudes and motivation, based on modern theories and practices of psychology and sociology.

Curriculum Subsystem

Objectives:

1. To design a curriculum which contains identifiable components of personal, career, consumer, leisure time, and community applications of content knowledge and skills developed in mathematics, science, social studies, language arts, and physical education.

Activities: All the teachers at B.C. Elmore Middle School were involved in in-service training using the components of knowledge, rational thinking, psychomotor skills, and attitudes (values and appreciation) as they related to a particular objective and to the individual student needs, to students' career goals, to their life as a consumer, to their use of leisure time and to their general role in society. The planning sessions and workshops were under the direction of a curriculum specialist from Texas Southern University, who created the curriculum matrix used by the teachers in their curriculum planning and revision. (See attached copy of matrix, figure 4.) Curriculum revision has been an active part of the ongoing program during the entire school year.

Evaluation: Actual work on the curriculum began approximately two weeks prior to the opening of school. There was continuing development of the curriculum, enabling teachers to have an orderly development and implementation of curriculum changes in their classrooms during the entire school year.

Figure 4: CURRICULUM MATRIX FOR B. C. ELMORE

MIDDLE SCHOOL

	INDIVIDUAL	CAREER	CONSUMER	LEISURE	SOCIETY
KNOWLEDGE					
RATIONAL THINKING					
PSYCHOMOTOR					
VALUES AND APPRECIATION					

* Teachers are not encouraged to fill these unless it has meaning to the student. Each of these cells must be developed to meet the needs of each specific class.

Throughout the school year teachers have used the matrix introduced in the in-service program in developing objectives for lesson plans. After a careful study of each of the cells of the matrix, teachers were able to use these where applicable. In the final outcome of the use of the matrix, the intent was that each student would acquire information which would affect his way of thinking about school and learning. It was intended that goal setting would be achieved and that students would be able to see the application of daily classroom work to their goals in life. (See Appendix)

Although it is not possible to prove causal relationships between the use of the matrix and student behavior, many positive behavioral changes have been observed in pupil behavior. Over the year, statistical comparison show a very favorable decline in the number of behavioral problems handled by the teacher, (See Figure 2, Supra., p.) and a teacher poll showed less class time was being spent in handling discipline problems. Teachers' evaluation of changes in the attitudes and efforts of their students during the course of the school year indicated overwhelmingly that there had been noticeable improvement. (See Figure 3)

Teachers were also asked to analyze changes in their classrooms related to the curriculum during the year. The amount of time spent in constructive teaching-learning activities was seen as increasing considerably in the classroom. Teachers felt the quality of their own curriculum and instruction and that of other teachers had significantly increased. Teachers also indicated a significant increase in the relevancy of the classroom curriculum to the life

interests of the student body. Another positive response by the teachers to the development of the curriculum was in the number of modules each teacher reported writing. Three out of four teachers actively participated in the creation of study modules throughout the year.

Student sentiment measuring instruments entitled the School Sentiment Index, have evidenced very favorable student reactions to the curriculum. (See Figure 5.) This correlates with the improvement in student academic achievement perceived by the faculty. Parents who responded to a parent questionnaire on the program replied favorably towards the program and no adverse sentiments were noted.

The application of the components of knowledge, rational planning, and psychomotor skills development to the curriculum and the fostering of positive attitudes as they are related to student life interests and goals has resulted in a more relevant curriculum for the needs of the entire student body.

Curriculum Subsystem

Objectives

2. To complete the writing and/or selection of teaching materials which will stress direct teaching of affective content, values and character education.

Activities: This objective provided for the ongoing development and implementation during the school year of methods of affective education. The faculty was extensively involved in the application of the principals of reality therapy, transactional analysis, behavior modification, Individually Guided Education, and in promoting cultural awareness among the student body. The grant provided

Figure 5: RESULTS OF STUDENT SENTIMENT INDEX

Grade 7

Mean Score - Based on Scale of 1-7

	VARIABLES	PRE TEST	POST TEST	POST POST TEST	P
1	Teacher	5.0359	4.5087	4.4493	.0002
2	Teacher Control	3.7982	3.6435	3.4203	.0324
3	Teacher-Student Relationship	3.9910	3.7739	3.3575	.0001
4	Attitude Toward Learning	4.0673	3.8478	4.1014	.1019
*5	Attitude Toward Social Climate	4.8969	4.4348	4.1739	.0001
6	Attitude Toward Peers	4.9283	4.9913	4.9275	.8725
7	Attitude Toward School In General	5.0135	4.8609	4.9758	.5604
8	Total Teacher Attitude	12.8251	11.9261	11.2271	.0000

*Based on Scale of 1-8

Grade 8

	VARIABLES	PRE TEST	POST TEST	POST POST TEST	P
1	Teacher Instruction	5.0426	4.7093	4.3776	.0004
2	Teacher Control	3.6857	3.7829	3.7092	.7686
3	Teacher-Student Relationship	3.7617	3.8101	3.2755	.0005
4	Attitude Toward Learning	3.8596	3.9419	3.7857	.5092
5	Attitude Toward Social Climate	4.7745	4.6473	4.4337	.1071
6	Attitude Toward Peers	5.1660	5.1318	5.0816	.8523
7	Attitude Toward School In General	4.9660	4.8682	4.9949	.5082
8	Total Teacher Attitude	12.4894	12.3023	11.3622	.0031

*Based on Scale of 1-8

Note: This test was administered at the end of the 1973-74 school year, again at the beginning of the 1974-75 school year, and finally at the end of the 1974-75 school year. In most areas, the students indicated a generally positive attitude toward their school and teachers. Though no significant increases in positive responses were found within a year's time, the general attitudes remained relatively stable.

two additional counselors in the school who were familiar with these approaches to behavior management. Also provided by the grant were two administrative interns who brought into the school backgrounds in counseling and experience in the above approaches to affective education.

Reality Therapy - Activities

a. The use of reality therapy was introduced to the faculty during a workshop conducted by Dr. Charles Darby of Sam Houston State College. Dr. Darby is considered an authority on reality therapy and conducts many workshops of this nature throughout the Southwest. Teachers were instructed in positive approaches to student behavior and were given instructions on how to look for and reinforce positive behavior. Teachers were given hypothetical cases for practicing the application of the idea of student responsibility for behavior. The method of student commitment through contracting was explained, and teachers were encouraged to engage in writing behavioral and academic contracts with their students.

The establishment of the Crisis Intervention Center to meet special behavioral needs was another result of reality therapy in the school. The additional personnel provided by the grant to meet this specialized need was an important part of the school year program.

Evaluation

At the conclusion of the in-service program on reality therapy, the faculty was asked to evaluate the training session. The faculty indicated the program was of value to them and would

aid them in handling student behavior in the classroom. They were most enthusiastic about encouraging students to make commitments and helping them increase their feelings of self-worth.

Contracting was begun in the school by a number of enthusiastic teachers. The concept was new to both the faculty and the student body, and few people felt comfortable in using this method as a regular teaching method. It is hoped that the introduction of this technique during the 1974-75 school year will serve as a basis for its greatly expanded use during the coming year.

As the year progressed, both teachers and students found that applying the non-punishment phase of reality therapy was quite difficult. The most successful part of the use of reality therapy was the emphasis on student responsibility for behavior. The administrative interns, with counseling experience, drew on the ideas of reality therapy in their roles as assistant principals. The school's counseling staff furthered and encouraged the use of the method in dealing with student discipline problems.

b. Transactional Analysis - Activities

The in-service training included a presentation by Dr. Stanley G. Sanders, University of Houston, on the basic ideas of transactional analysis as an approach to understanding student behavior. The format included a slide-tape presentation, and each teacher was asked to individually view this presentation. Time was allowed during school for the faculty to explain

transactional analysis to the students. By December, 1974 many of the students were studying the slide-tape presentation and were becoming involved in analyzing behavior.

Evaluation

Being reinforced with a background in transactional analysis has helped the faculty understand the sources of student behavior which interrupt the orderly procedure of the classroom. This knowledge has been functional for the teachers in their attempts to work with students whose behavior might otherwise have resulted in their being referred to the administration for disciplinary action. Over the year the amount of tension in student-teacher interactions has declined, and a more involved and positive atmosphere exists in the relationships between teachers and students.

c. Behavior Modification - Activities

The procedure of positive reinforcement was explicated for the faculty during the inservice program early in the school year. In a typical middle school, the perception and awareness of positive and desirable behavior on the part of the students is often absent in the normal course of the school day. Successful participation in behavior modification and positive reinforcement required a reorientation in the responses of the majority of the faculty.

Evaluation

Many of the faculty have experienced difficulty in remembering to respond to positive student behavior rather than negative student behavior. Due to the pressures of the workload, due

to long-established habits of response, and due to the increased degree of awareness which behavior modification required of teachers, many of the faculty have been lax in this area. Student response is difficult to evaluate also as the method may be a new and uncertain experience for many of the children in the school. The teachers' perceptions of improved attitudes and efforts of the students may be a concomitant of the more positive approach of the faculty.

d. Individually Guided Education - Activities

Mr. George Vaults, Director of Middle Schools in the North Forest Independent School District, conducted the workshop on Individually Guided Education. This aspect of the program focused on the creation of educational experiences particularly designed to meet the emotional and learning needs of each students. During the school year, the academic levels and the rates of learning by the students have been more closely analyzed by the faculty. As the teachers have worked to revise the curriculum against a background of the curriculum matrix, they have also worked towards achieving greater student interest in school work by adapting the work to the ability and interests of the students.

Evaluation

During the year, designing individualized learning experiences has proved to be one of the strengths of the programs. Individualizing to meet student interests and learning levels has resulted in a curriculum with greater relevancy and in a much more satisfactory student achievement record for the year.

e. Cultural Awareness - Activities

This objective was further implemented through a series of workshops on the understanding of cultural values. These workshops were conducted by Dr. Howard Hill and Dr. LaVerne Hutchinson of the University of Houston. These workshops dealt with different life styles, socio-economic status, social backgrounds and cultures, races, and ethnicity. Dr. Hutchins introduced and described the SQ3R study system, which can apply to any group in acquiring reading skills. (See appendix) Dr. Hill dealt intensively with cultural differences which might be encountered in the school society. His presentation topics included the following: "Human Relations in the Classroom," "Bilingual Education," "Curriculum for Cultural Economic Diversity," "Cultural Subgroups," "The Mexican-American Student," "Desegregating the Curriculum," and "Teaching Disadvantaged Learners."

Evaluation

Following the series of workshops, the faculty was asked to assess the value and effectiveness of the workshops. The results were positive and the participants indicated through their responses that the content was effective and acceptable for classroom use. The materials were judged to be appropriate, and the faculty suggested the need for further research on their part in order to increase their understanding of student backgrounds and cultural differences.

Evaluation

Using the original criteria of the proposal for evaluation, the

emphasis on the teaching of affective education at B. C. Elmore has been successful. Comparison of statistics on attendance for the 1973-74 school year and the 1974-75 school year show a 1.75% increase for 1974-75. Vandalism was not a problem during the year. Minor incidences of vandalism were almost nil, and no major occurrences were reported. Measurement of the reduction in teacher-pupil conflict has been attempted by asking the faculty to respond to an evaluating questionnaire. While realizing that student behavior changes cannot be reduced to statistical equivalents, noticable trends emerged during the course of the school year, and these have been documented as proof of positive change.

In responding to the evaluation questionnaire, eighty per cent of the faculty reported that time spent in discipline problems had decreased during the course of the year. This decline correlates with the eighty-five per cent of the faculty which perceived improved attitudes and efforts on the part of the students. Teachers also reported spending more class time in constructive teaching-learning activities. Further evidence of the amelioration of student attitude and behavior and improved teacher awareness can be seen in the sizable drop in the number of discipline cases during the 1974-75 school year. By the second month of school, teachers showed a much greater competency for successfully handling behavior problems at the classroom level with a substantial reduction in the number of cases referred to the principal's office. By the last month of school, teachers were reporting only one-third as many behavior problems as had occurred during the previous year and in the early weeks of the school year.

Another positive correlate to the success of the affective education phase of the project is the unusually low number of faculty resignations at the end of the school year. Of the 4 resignations submitted, 2 were for other than professional reasons, such as changes in marital status and residency, and only 2 teachers expressed a desire to change districts. No teachers requested transfers within the school district. This stability in the faculty can be interpretted as tacit support for the project and general satisfaction with the changes and goals of the project. This large percentage of returning faculty will serve the project well in the 1975-76 school year.

The student body was asked to participate in a student sentiment questionnaire in a pre-test, post-test program. The results of the pre-test tended to indicate a favorable student feeling towards the general school atmosphere, and no strongly negative trends were noted. The post-test was administered at the end of the school year, and very encouraging student responses were seen in the second test. The students indicated positive attitudes toward all phases of school activities.

Responses to the parents' questionnaire were not as numerically great as had been anticipated; however, this may indicate a lack of parental dissatisfaction with the project. The improved attendance during the year can also be viewed as parental support.

The project aimed directly at the achievement of affective objectives in the school. Faculty and student sentiments seem to substantiate high degrees of success in the attainment in each of these objectives.

Curriculum Subsystem

Objectives

3. To write and publish by teachers, consultants, and staff, modules which provide directed laboratory or participatory activities and use of field experiences and multi-media instruction.

Activities Teachers have attended a number of in-service sessions directed towards the development and selection of materials which would aid them in reaching the goals set for the students in their classes. As a result, teachers have prepared many modules, or learning packets, which have been incorporated into their regular classroom teaching. Students were also involved in the writing of modules.

Evaluation Seventy-five per cent of the faculty participated in the creation of modules for use in their classes. In several classrooms the students have worked towards preparing modules under teacher direction. In these instances the process was extremely valuable for the student who prepared the modules. (A sample of the instructive guide used by students can be found in the appendix.)

Curriculum Subsystem

Objectives

4. To plan and conduct an in-service program which will enable teachers to begin to implement the above curriculum. To provide constant feedback regarding its effectiveness during the entire school year of 1974-75, and improvement so that a model curriculum can be documented and made available for dissemination by June 30, 1975.

Activities During the grant period, teachers in Elmore have been

involved in group in-service sessions. Additionally, the consultant has been available during the entire grant period to work on a one-to-one basis with the teachers. Each teacher has developed programs and prepared their curriculum based on the particular needs of the students in their classrooms. In-service programs during the year have been useful in helping the teachers evaluate the success of their work and receive new suggestions and materials for use in their modules and classroom work.

Consultants in specific curriculum areas have been brought into the school to work with small groups in evaluating the ongoing activities at Elmore. Teachers have made adjustment in their programs based on these sessions.

Teachers from Elmore have visited in a number of other schools where exemplary programs have been identified. Where feasible, teachers have implemented some of these activities and ideas into their teaching.

The completion of team teaching accommodations during the year made it possible to initiate team teaching in language arts classes.

Evaluation The enthusiasm of the faculty for working to revise the curriculum to make it more relevant to the life interests of the students was very high, and the success of the curriculum revision has been a direct result of this willingness of the faculty to participate in the extra work necessary. The curriculum which developed as a result of the year's work may be correlated positively with the improved teacher perception of the general atmosphere of the school and with the maintenance of the positive student

perception of the school.

The availability of specialized curriculum experts has facilitated the solving of problems which arose during the year and helped the faculty in becoming more perceptive of areas in which improvements could be made. One of the more valuable activities of the program was the visitations to other schools, which allowed the teachers to see successful innovative programs in progress. The experience of actively designing and writing changes in the curriculum has benefited the faculty in its professionalism.

The revised curriculum which developed over the year reflects the efforts of the faculty to meet particular needs of the student body at B. C. Elmore. During this first year of the program, emphasis has been placed on development of an evolving and improving curriculum. The accumulation of the modules and the work produced during the 1974-75 school year will serve as models for further curriculum improvement in the coming school year. However, the objective of achieving a "finished" curriculum may have been neither realistic nor desirable. More realistically the goal should be a dynamic, constantly improving and adapting curriculum.

Curriculum Subsystem

Objectives

5. To improve the general school climate so as to provide an environment in which constructive teaching-learning experiences could occur, and as a result, achieve both affective objectives and cognitive gains. Though an ultimate goal would be the improved achievement of cognitive goals as a result of improved atmosphere and experiences, significant improvement was not expected within one year.

a. Comprehensive Tests of Basic Skills

Activities Measurable testing of cognitive learning during the school year was conducted by the administration of the Comprehensive Tests of Basic Skills of the California Test Bureau, Level 3, Grade 7. It was administered to all seventh graders in March, 1974, and a follow-up testing was conducted one year later in March, 1975. Mean scores indicated that the seventh grade students were performing at the upper third grade, fourth grade, and lower fifth grade level (in comparison to national norms.)

Evaluation The scores indicate not only the recognized fact that student achievement in the school is not equal to that of "average" schools in the nation, but also that the test is inappropriate for measurement of gain or achievement of these students. March, 1975 scores were practically identical to the March, 1974 results. Attached are two schedules (see appendix) showing the comparison figures for the 1974 and 1975 testing, for national percentile scores and grade equivalents.

b. Individualized Criterion Referenced Testing Program

Activities The Individualized Criterion Referenced Testing Program of the Educational Development Corporation was administered to 88 sixth grade students, 86 seventh grade students, and 50 eighth grade students as part of the Title I ESAA program in remedial reading instruction. The students tested represent the lower quartile of the student body rather than the average students of the school, and they had been selected as being in special need of remedial reading instruction.

These tests have no national norms or "average" expectations; however, a pre-test is given to each student to identify his proper placement in the reading program. Then, records are kept of the number of specific reading objectives attained by each individual student. Based on previous studies, it was determined that an appropriate goal for students in Title I remedial reading programs would be the achievement of ten objectives during the year.

Evaluation At B. C. Elmore School, the goal of successful completion of ten or more objectives was achieved by 89 percent of the sixth grade students in the program, by 83 percent of the seventh grade students, and by 90 percent of the eighth grade students.

As indicated in Figure 6 , the average student achieved 15 or 16 objectives, rather than the expected ten. All students achieved from three objectives to forty or more, and the typical or "middle" fifty percent of the

students achieved from 13 to 21 objectives in grade six, from 11 to 19 objectives in grade seven, and 13 to 19 objectives in grade eight.

General Evaluation There has been no intention of relying upon standardized achievement tests to prove the effectiveness or ineffectiveness by Project ORDER. Results are measured by other evaluative procedures described in this report. However, the school and the district do continue some traditional standardized testing practices and are trying some evaluation based on newer, criterion referenced tests.

The standardized tests do demonstrate that the school provided an environment where students with some learning problems could achieve a more than expected degree of success. In order to fairly interpret the effects of the Project, though, additional testing will be needed to measure growth in cognitive learning and basic skills achievement.

FIGURE 6 NUMBER OF STUDENTS AND NUMBER OF OBJECTIVES GAINED BETWEEN PRE AND POST TESTING PERIOD

NUMBER OF STUDENTS IN GRADES	NUMBER OF OBJECTIVES ACHIEVED						TOTAL STUDENTS
	3-9	10-14	15-19	20-24	25-29	30+	
Grade 6	10	25	22	18	9	5	89
Grade 7	18	26	24	12	4	5	89
Grade 8	5	16	17	7	2	3	50
TOTAL NUMBER	33	67	63	37	15	13	228
PERCENTAGE	14.4	29.4	27.7	16.2	6.6	5.7	100%

85.6%

Individualized Criterion Referenced Test of Reading Objectives Achieved

Student Body Subsystem

Objectives:

1. To have completed and documented plans to achieve the following by the first day of school 1974-75 school year:

(A) To reorganize the student body into such sub units or clusters of 100 to 300 students each so as to eliminate any sense of identity and importance within the group.

(B) At the same time, to retain the total school relationships such as to foster and even increase the sense of pride in and identity with B. C. Elmore Middle School.

2. At designated periods of time to review and revise the grouping and make revisions based upon the learning and behavior needs of individual students.

Activities: The student body of B. C. Elmore Middle School has been organized into four clusters. A cluster is defined as a group consisting of 100 to 300 students plus the number of teachers and teacher aides necessary for satisfactory instruction and learning. The teachers and aides are divided into faculty teams, each team being responsible for the education of their respective groups of students.

Each cluster consists of a team leader, who acts much like a department head, the various teachers, and teacher's aides. The team leader is responsible for the operation and function of the cluster, and she aids in solving discipline problems and other problems that occur in her group. The teachers within a cluster work as a team according to their own competencies and the needs of the students. Thus, teachers within a cluster may combine their

groups for a particular subject, allowing some of the teachers time to provide individual attention and materials to those students who need additional help.

The clusters are organized so that most of the students remain in their cluster the entire day for all of their academic courses. This plan helps eliminate the confusion in the halls and between buildings that usually results when class changes are made.

Organizational groupings are based upon the special needs of individual students, but homogeneous or ability grouping methods are not used. Student grouping is aimed at assigning each student in such a way that the basic goals of the program are most apt to be achieved by him. Within each cluster all grades are represented, and students are scheduled to classes based on their needs and capabilities. Grouping or assignments are flexible so that adjustments may be made when teachers and/or counselors see the need for changes.

Clusters One, Two, and Three are responsible for the major academic classes, while Cluster Four is responsible for electives or specialized courses. Covered in Clusters One through Three are the basics - - language arts, math, history. In the language arts classes there is a low teacher-pupil ratio due to the utilization of resource teachers provided through state and federal funds. The teachers and aides sponsored by the ESAA Basic, Special Education, and Title I programs serve in all four clusters and have been well integrated into the program of study.

Since the vast majority of Elmore students have reading deficiencies, much emphasis is placed upon improving language art

skills, and the resource teachers provide excellent assistance in achieving results. Resource persons not only go into the classrooms and lead the classes on occasion, but they also take students to the reading lab and assist in individual instruction.

Included in Cluster Four are the elective courses or specialized subject--music, physical education, shop, home economics, advanced science laboratory courses--and the students must travel from their home cluster to Cluster Four to take advantage of these courses. Though students spend most of their time within their respective clusters or subunits, the organizational plans include provisions for relations and identification with total school personnel.

Cluster Four also houses the Crisis Intervention Center (CIC), which is the most unusual classroom situation found anywhere on campus. CIC is intended for students who have special, emotional or behavioral problems which make it impossible for the student to function in a normal classroom situation. When a student causes numerous problems over a period of time, the assistant principal presents the student to an Admission and Dismissal committee, listing what the student has done, the number of times he has committed an offense, and how many different teacher offenses have been committed. (Fights place students in CIC without the consideration of the committee because this is breaking a basic school rule of the school district.)

A student sent to CIC is not punished, but is instead shown how to deal with his behavior in a positive and constructive way. Ideally, the student will learn to become more responsible for his

behavior. A student placed in CIC enters in the morning and remains in this classroom without change except for a separate lunch break and separate restroom breaks when other students are in their regular classes. When the school day ends, he is free to leave, but will return daily until he has improved his conduct and attitudes. A student placed in CIC is totally isolated from his peers for the duration of his stay in CIC. He receives his assignments while in the center, so he is kept abreast of his classroom responsibilities and has no reason to fall behind in his work.

When the student feels that he can correct his behavior in regular classes, he writes a plan stating his intentions of how he plans to follow the rules and regulations of the school so that he can return to his daily classes. If he has improved in his behavior in the CIC class and seems willing to adhere to the school rules, he is given a try-out by going back to regular classes and working under the observation of the teacher in charge. If the teacher of each class thinks there is improvement shown by this student, he will state this in writing so that the student may have a chance to return to his regular class activities. The teacher's comments and each student plan are placed on file.

When the committee meets, a progress report on students is given, indicating improvement in each student's behavior. Upon hearing this report, the committee will vote on each name submitted as to whether these persons will be permitted to return to their regular classes. If the committee votes are positive, the students are given a two-week probation period. The student reports to CIC during the homeroom period to report problems or relate the

progress he is making in regular classes. If he is having problems, this is discussed with the CIC teacher so as to alleviate the existing problems. However, if the student gets into trouble on his own during this probationary period, he is returned to CIC class without any further consideration, and he must remain until he can display greater control over his behavior.

While on this probationary plan, each student must report his presence in school with the CIC teacher for the purpose of keeping a record on each student's progress. When this time has passed and the student is still showing improvement, the student is then on his own with his peers again.

Usually a student's first visit to CIC is of short duration, but each successive visit becomes more lenghty. Consequently, most students learn after several stays in CIC that positive behavior and self-control in the classroom are far superior to days of isolation in CIC.

CIC attempts to teach students to respect themselves, to consider the rights of others, and to work together in groups with other people as they will have to do in regular daily classes in any school setting.

Another special program included in the course offerings at B. C. Elmore is the Coordinated Vocational Academic Education program (CVAE). In this class students are taught basic academic and vocation skills. Not only are manual shop skills included, but also job attitudes and etiquette are emphasized. The students involved in this program assist the janitorial staff in the routine jobs of building and yard maintenance. They sometimes are

included in special projects, such as painting or building items needed on campus. Besides developing certain skills, the students involved in the program are able to take on a sense of pride in their work and in their school.

Evaluation: The implementation of the cluster concept was a major contributing factor in the overall improvement of Elmore Middle School. Dividing students into smaller groups of 100 to 300 persons produced an atmosphere of meaningfulness and belonging for the students in the various clusters. The cluster organization encouraged improved student behavior because problems were handled within the cluster where a more personal relationship was possible. Also, students remained within the cluster for the greater part of the day which eliminated tardiness and excessive noise that generally results in normal class changes.

The development of the Crisis Intervention Center provided an opportunity for students with behavior problems to deal with their problems on an individual basis. It also meant that alternatives other than suspension or expulsion were available, and the one-to-one instruction in the CIC classroom contributed to the student's developing better personal habits and understandings.

The CVAE class and other specialized courses found within the clusters gave students additional opportunities to develop or improve their knowledge. The multi-level reading labs, equipped with modern machines and additional personnel provided a chance for all students to develop better reading skills which eventually could lead to greater cognitive gains.

Cluster organization provided teachers with an opportunity

to develop better programs since cluster planning encouraged sharing of ideas and responsibilities.

In general the creation of the cluster organization had far reaching effects within all areas of the school, and the overall results were very favorable. A strong feeling of pride for B. C. Elmore was evident on the part of students and faculty alike.

Extracurricular Subsystem

Objectives: To increase the active participation of students in extracurricular activities by 50% over the present level measured, December, 1973.

Activities: An informal survey of student interest in clubs, service activities, and hobby activities was conducted in an effort to determine what types of additional extracurricular activities should be established. As a result, seven additional clubs were formed, bringing the total of extracurricular clubs to 24. The new organizations included the Health Club, El Doradoa (girls' club), Stitchery (art club), Flag Team, English Society, Future Nurses, and Environmental Science.

The extracurricular program received greater emphasis and developed more appeal through the use of a student newsletter, assembly programs, announcements, and class visitation. The student newsletter, published once a month through the resource counselor's office, was distributed to the students who were encouraged to read it and take it home for the parents' information. Assembly programs were held throughout the school year, and the band and glee club were afforded the opportunity to perform at least one number at each assembly. Several of the programs were sponsored by and/or featured student organizations, such as the Honor Society, the Student Council, and the Dance and Drama Club.

Additional student participation was promoted through counseling, awards, hobby fairs, art exhibits, musical programs, and dramatic presentations. A school-wide intramural program was initiated, and each cluster formed co-educational volleyball and

baseball teams and individual boys' and girls' basketball teams. Classroom teachers, who acted as coaches, were required to be present for the teams to enter into competition, so students highly encouraged faculty participation, and a strong feeling of team spirit developed. Wide participation in intramural activities, along with the already existing interest and pride associated with interscholastic varsity sports, helped to develop an even greater enthusiasm for individual involvement and team competition. The intramural program provided an opportunity for participation on the part of all students, and school-wide enthusiasm was evident.

Hobby fairs, art exhibits, and musical programs were held on campus during the school year. Students entered art work not only in campus and district exhibits, but also in city-wide and state-wide contests. Both the band and choral groups participated in University Interscholastic League competition and performed within the community on several occasions. The Dance and Drama Club presented programs at several neighboring elementary schools. The Law Day Presentation, written and produced by the Drama Club, was not only performed in front of the student body, but also was taped and aired on local NBC television station. The televised performance was so well received that other schools in the area duplicated the idea for their tribute to Law Week.

Greater utilization of specialized facilities (school shop, art, music home economics) further encouraged development of student projects in science, arts, crafts, and career education.

Community resources were utilized to enhance relevance,

interest, and effectiveness of these activities. Mr. Hopkins, community resource counselor, brought in resource people to speak to various classes and groups. Mrs. Thompson, occupational investigation teacher, invited persons involved in various careers to speak to her class to make them better aware of opportunities in the job market. Students were also taken on several culturally based field trips during the school year, and cultural awareness was emphasized in most of the extracurricular activities.

A modeling seminar was held during the school year for all interested female students. Local professional models, employed to work with the girls on a weekly basis for over a month's period of time, instructed the students in poise, personality, and grooming. The seminar culminated in a fashion show presented to the entire student body by the girls who had participated in the program.

During the month of May an Award's Day program was held to recognize those who had outstanding attendance or academic achievements. Athletic awards and intramural trophies were also presented at this time. A large majority of the student body was recognized in an effort to involve everyone in end-of-year ceremonies.

Evaluation: The fact that more students became involved in extracurricular activities firmly indicates that the campaign to make students aware of outside activities was successful. The exact percentage of increase of participation was not assessed since it proved to be extremely difficult to determine the change in degree of involvement on the part of every individual student. However, seven new clubs were formed, and the participation in all

24 clubs was not only greater than the previous year but also more enthusiastic.

The utilization of the specialized facilities on the school campus encouraged student involvement in special interest fields and provided more frequent opportunities to participate. Many students were able to realize and develop new interests and talents.

The main objectives in providing more activities were (1) to enhance individual growth in self-worth, (2) to develop a sense of respect in working with others, (3) to encourage a sense of responsibility and a feeling of involvement in activities that were of interest to the individual student.

The increased sense of school pride, resulting from greater participation in school activities, was evidenced in the results of the Student Sentiment Scale. Most students indicated a strong approval of the school curriculum, teachers, and activities.

In addition to developing a sense of self-worth and a sense of respect in working with others through outside activities, many students were able to transfer this newly learned behavior and motivation to the classroom situation.

Organization of Class Schedule Subsystem

Objectives

1. To plan and document a schedule which will:

   A. Reorganize the school day and school year to the extent necessary to carry out the activities and achieve the objectives listed in the other Subsystems.

   B. Organize the program schedule in such a way as to provide for direct teaching and learning of the affective lessons which are such an important part of the project, to provide for incorporation of those learnings into the total curriculum as described in the matrix above, and to provide for flexibility and adaptation as deemed desireable by members of the respective teams and others.

   C. Provide and maintain a schedule which contributes to an environment of efficient orderliness, and still does not give the impression of being repressive or mechanistic.

Activities: A completely new system of scheduling was necessary in order to coordinate activities in the home clusters and the service cluster. Clusters 1, 2, and 3 housed students for the greater part of the day and in each cluster, all levels of core courses were offered. In some cases placement of students into a particular cluster was determined by the types of electives they were involved in. In all scheduling, revision and adaptation were necessary in order to meet the students' needs.

The complete revision of the class schedule proved to be one of the most difficult aspects of the program. The first schedule, under which the school year began, still necessitated movement of

a number of classes between clusters. It was just not possible to pre-plan all necessary levels of all necessary classes within each cluster. Scheduling was complicated by late enrollment of large numbers of students and late assignment of several teachers.

A revised schedule was made and implemented about two weeks after the beginning of the term. This eliminated most of the need for shifting of students but still required a number of teachers to move from one cluster to another. Another revision, based on experience, was much more effective at the beginning of the second quarter. Some shifting of students' assignments to different clusters removed all need for inter-cluster movement in the final quarter of the year.

A most satisfactory schedule required a year's experience for final perfection.

The faculty and staff reorganization hinged on the desire to offer all fundamental courses in the home cluster. Thus, instead of organizing teachers into departmental grouping, the various subject teachers were divided among the three home clusters. Though departmentalization was not possible, the use of team planning and team teaching was highly encouraged, so that annual goals and achievements would be similar in each subject area. The cluster concept provided an opportunity for development of affective lessons and direct teaching.

The cluster concept has made it possible to incorporate a great deal of flexibility into the scheduling process without sacrificing efficiency or orderliness. The resulting school environment reflected an orderely movement within the clusters and

the school.

Evaluation: With a year's experience and development, it was possible to develop a schedule which reorganized the school day and school year to the extent necessary to carry out the activities and achieve the objectives listed in the other subsystems.

Curriculum development enabled the faculty to incorporate direct teaching of values, attitudes, and behavior into regular classes. Home room was used as a real guidance class.

Social science and language arts classes became the locus for achievement of affective objectives as teachers recognized the desirability of more relevant curriculum, even at the expense of some more traditional but less imperative content.

Plans for direct teaching within classes were evolved through team planning clusters with the aid of consultants.

The schedule, as finally evolved, did facilitate an environment of efficient orderliness without being repressive or mechanistic. With the new arrangements, when a class ended, the students calmly walked across the hall or down the hall. There was no need for hurry or confusion. The continuing orderly environment carried over into the following classes.

Administration Subsystem

Objectives

1. To develop and document a plan to incorporate the following features:

   A. To administer the school and the several clusters of subunits and the program in such a way as to facilitate and coordinate the basic goals of the program and the objectives of the other subsystem.

   B. To administer in such a way that students, faculty and parents perceive the administration as being positive and constructive and as contributing to a desirable learning and behaving environment.

   C. To plan and implement an administrative structure which is based upon the new organization of this school. This will demand that the central school administration will be able to provide leadership of the total school, will be able to work with and coordinate work of the respective clusters, and will be able to delegate and share responsibility so that administrative leadership is available within each of the respective subunits.

Activities: A new administrative structure based upon the requirements of the curriculum, student body, faculty, and other subsystems was planned and implemented. The principal and assistant principal were aided by the two administrative interns who took on many responsibilities, especially in the area of student behavior. Assisting in the administrative functions were the four team leaders who dealt with many of the cluster problems and only

forwarded the situations that needed the attention of the administrators. It was soon discovered that many problems could be resolved within the classroom or cluster, thus alleviating the need for head administrators' dealing with minor distrubances.

Administrative activities and functions (meetings, conferences, communications, decision-making procedures, etc.) were planned and implemented so that students, teachers, and others would view the administration as being open and responsive to their needs and the needs of the school. The principals open-door policy encouraged faculty, staff, and students to approach him at any time with suggestions for school improvement and development. There was a definite effort on the part of the administration to encourage input from all segments of the school population.

Appropriate resources of the District central office personnel, Region IV Education Service Center, University of Houston, personnel of the Department of Health, Education, and Welfare and its Regional Office, and community individuals and agencies were utilized in an effort to achieve the basic objectives of this project. Personnel from all of these organizations participated in the initial planning of and development of programs in the Project. They then followed through by participating in various in-service workshops held for the faculty and staff.

The curriculum and coordinating consultants made frequent regular visits to give both group and individual assistance in curriculum and cluster organization. Other consultants were utilized to work directly with teachers and classes to supplement information presented in the more formal in-service sessions.

Additional materials and services were readily available when needed.

A type of leadership was planned and provided within the subunits in order to allow the team leaders to be actively involved with students as a member of the faculty team and still to have time for leadership activities which facilitated the program. The team leader was responsible for guiding cluster planning, aiding teachers in dealing with inner-cluster behavior and organizational problems, and working with the principal in administrative details and planning.

Evaluation: The organization plan was complete and was implemented at the beginning of the school year. The position descriptions were written and followed, but role expectations gradually evolved resulting in more and more effective use of the principal, assistant principal, administrative interns, team leaders, and consultants. Evolving administration organization and activities did facilitate achievement of program objectives.

Development of positive and constructive leadership was achieved through wider participation of teachers and students and through greater involvement in needs identification and decision making.

Specific questionnaires completed by students and parents showed that administration was perceived as being competent and supportive and contributing to a desirable learning-behaving environment.

Throughout the year the school administration was effectively carried out in that the central administration provided leadership

of the total school, worked with and coordinated work of the respective clusters, and delegated and shared responsibility so that administrative leadership was available within each of the respective subunits.

Facilities Subsystem

Objectives: To modify the existing school plant facilities so that the new program can be accommodated in the most efficient and supportive manner possible within the limitations of budget and school site and according to recommendations made by Mr. James McClure of the Regional Office for Civil Rights following an on-site review October 30 - November 2, 1973.

Activities: Renovation and reassignment of rooms, along with procurement of additional equipment and supplies, were part of the activities in the development of the facilities subsystem. The B. C. Elmore Middle School was built in the 1950's and is a traditional school with the self-contained classroom concept.

The original building was not ideal for the implementation of the project because of some minor problems related to the age of the building. Many of the rooms were too small to accommodate the pupils, especially when considering space needed for creative activities, for the development of learning centers within the classroom, and for team teaching activities. The lighting system was inadequate, and there was not adequate storage for students' personal belongings. Also some of the furniture was old and not adaptable to group activities or for use in learning centers.

Upon visiting the school, representatives of the Office of Civil Rights suggested that the North Forest District make an effort to bring B. C. Elmore up to the physical standards of the other schools in the district.

The district was allocated $13,800.00 by ESAA for plant renovation and the district matched their contribution with

$10,487.65, totaling $24,287.65. ESAA Allocated $1,200.00 for architect fees which the district supplemented with $377.87, making a total of $1,577.87. District funds in the amount of $24,950.00 were also provided for purchase and installation of new lockers.

The money was spent on minor renovation of the building. Lighting in classrooms and the halls was replaced. Four large multi-level classrooms were created by removing existing walls. The creation of a large room in each cluster provided an area for team teaching and multi-level learning. Floors were retiled and a fresh, clean appearance resulted.

Painting of rooms facilitated the program. Though painting is a normal part of plant maintenance, the painting of the rooms was done according to the teachers' wishes. The color combinations varied in each room but all rooms were done in bright, vibrant colors. The atmosphere of the school became much more positive once the painting was completed.

The new, bright colored lockers were added to the halls. The addition of these yellow, red, and blue lockers made the halls seem much larger and gave the school a more modern appearance, along with giving students much needed storage space.

To accomplish the objectives of Project Order, supplies and materials were needed for the school. ESAA appropriated $5,825.00 for consumable goods, which are defined as paper, pencils, workbooks, forms, teacher-made materials, pamphlets, chemicals, paints, chalk, water colors, etc. For non-consumable supplies, ESAA proviced $8,961.00. Included in this category were teaching kits, SRA Reading Kits, filmstrips, slides, tapes - audio and visual,

prepared microscope slides, transparencies, pictures, graphics, charts, and mounted specimens. In addition to supplies, a set amount of money was allotted for purchase of additional library books. These allocations were in addition to larger amounts previously allocated from state, local, and other federal funds.

Before the cluster concept could be implemented physically, the plant facilities were examined to determine how many sub-units were feasible. In the Elmore situation, it was determined that teachers, students, and classes should be separated into four clusters, two located in the Settegast building and two situated in the Elmore Building. By dividing into four clusters, all sub-units were afforded similar facilities, allowing each cluster to accommodate approximately the same number of students. Once the number of clusters was set, the teachers were reassigned and accordingly the students were placed into specific clusters.

Evaluation: Accommodation of the program was successfully achieved by rearrangement, reallocation, and reassignment of rooms and other facilities to make possible basic education within each of the three respective clusters. The utilization of special facilities in Cluster Four was available to all students without undue travel to or through other clusters. Nonproductive and disorderly movement was reduced to a minimum.

The program was also facilitated by revisions within the building including lights, decorations, lockers and special provisions for team teaching spaces.

Upon the completion of renovation, remodeling, and repainting, there was an overall significant improvement of the school plant

appearance and condition.

Faculty And Staff Subsystem

Objectives:

1. To provide for total faculty and staff involvement in the curricular, extracurricular, and support subsystems of this project and promote maximum input of ideas from the faculty and staff during the in-service period, at regularly scheduled planning sessions and through a faculty advisory council.

2. To design and plan a reorganization of the faculty and staff by assigning teachers from the several disciplines to cluster or sub-unit teams in harmony with the curriculum and student body organizations.

Activities: Regular in-service meetings of the faculty and staff were held in an effort to redesign the curriculum, establishing extracurricular activities, augmenting the guidance program, and extablishing the cluster framework within the school. Teachers and staff members took an active part in the workshops.

The addition of two counselors to the staff, each one serving two of the four clusters, provided more opportunity for individual guidance with students within the cluster. Program planning, record keeping, and any other administrative duties were delegated to the administrative counselor, thus allowing the two additional counselors the time necessary for extending complete attention to student needs. The counselors worked closely with students placed in CIC in an effort to define their problems and to develop a feasible plan of action that would facilitate successful interaction within a normal classroom situation.

Provisions for four team leaders, four teacher aides, and two administrative interns gave the personnel necessary for the

development of the cluster concept. Each team leader headed her respective cluster, assuming half-time administrative duties and half-time teaching duties. The cluster leader arranged the aide's schedule so that she spent at least 2 class periods per week with each teacher in the cluster. Thus, the benefits of having a teacher aide were felt by all. By handling much of the paper work and routine duties that a teacher normally must cope with, the aides allowed all teachers to deal more effectively with curriculum goals.

The addition of two administrative interns, acting as half-time assistant principals, helped in the area of handling discipline problems. A positive approach was taken by the interns, and an effort was made to work with the teachers in dealing with their problems within the classroom. Through the understanding of the many psychological and sociological approaches introduced to the faculty, the interns could guide the teachers in facing and alleviating the problem in the classroom situation.

All the additional faculty and staff positions were established to more effectively implement the curricular and extra-curricular programs and maximize interaction with individual students. Also involved in the effort were the persons provided through Title I and ESAA Basic. This additional personnel worked closely with team leaders, cluster teachers, and aides to benefit the students in every way possible.

The Program Improvement Committee consisted of the team leaders, one assigned teacher from each cluster, one student from each cluster and the administrative staff. This committee was

formed to help design in-service sessions and to develop materials and strategies for use in the overall program.

The Student Advisory Committee, consisting of 24 students who represented all four clusters, was developed to give students a greater voice in decisions concerning the school. A boy and a girl from each grade in each cluster were appointed to this committee in an effort to give complete representation to all grade levels in all clusters.

The third student-faculty-administration committee created was the Admissions and Dismissal Committee which worked with students who were suggested for CIC. They reviewed student cases upon students' entering and leaving CIC.

Evaluation: Faculty involvement in planning and decision making steadily increased through utilization of cluster teams for planning and decision making in both curricular and extracurricular activities.

Greater development was also afforded through inservice sessions. Specific evaluation of each in-service session by faculty participants showed a consistently high rating of value and interest.

Team organization was successful with more autonomy delegated and more effective planning. Increased influence through intra-cluster decisions was greater than anticipated. There was extensive participation on the part of faculty and staff rather than representative participation, thus leading to an effective re-organization of faculty and staff.

The Program Improvement Committee and Admissions and Dismissal Committee improved and increased faculty-student-

administration interaction regarding curricular and extracurricular needs. Also, the counselors aided in greater interaction by working with students exclusively to develop greater understanding among students and school personnel.

APPENDIXES

INSTRUCTIONS FOR WRITING AN AUTO-TUTORIAL LEARNING PACKET

MRS. RITA TUBBS

NORTH FOREST INDEPENDENT SCHOOL DISTRICT

B. C. ELMORE MIDDLE SCHOOL

WRITING A MODULE

As students, you have always received lessons which were prepared for you by your teacher. Sometimes the work is too hard and sometimes too easy. There are even times when you could have learned more if extra materials had been brought in or a tape or slide presentation used.

Here is your chance to write a unit of study and have it used by other students. Remember, you know what your friends like and how to get them interested in something that is required.

As you do each activity you will be preparing a unit of work covering a period of Texas History that you select.

OBJECTIVES

1. The student will prepare an introduction ot the period he selects.
2. The student will write behavioral objectives to go with his study.
3. The student will prepare an objective type pre-test, post-test covering his objectives.
4. The student will prepare the activities to go with each objective and key them.

ACTIVITY I

SELECTING A PERIOD

1. Select one of the following to write your module on:

   Indians

   Exploration and Establishment of the European Settlement in Texas

   Independence: The Texas Revolution and Republic

   Change: From Spanish to Mexican Texas

   Adjustment: Statehood, Sectional Conflict, and Reconstruction

   Maturing: The Advance of Settlement and Development of Texas

   Statecraft: The Politics of Growth and Change

   Development: The Harnessing of the Resources for a Modern Society

2. You have now selected your topic so now you must introduce it. Write in a paragraph explaining why the unit you selected should be studied. Be sure that this is written in an interesting form.
3. Go to the library and find all of the books that might contain something you could use. Make a note of each book in the following manner: Name of the book, author, pages to use.
4. Reread your introduction and make any corrections necessary, recopy it and turn it in.

ACTIVITY II

WRITING THE OBJECTIVES

1. Define objective.
2. In your own words explain why objectives are needed.
3. Write four practice objectives. Use the pattern below.

   THE STUDENT WILL BE ABLE TO (WRITE WHAT YOU WANT THE STUDENT TO LEARN)
   Examples:
   The student will be able to identify four of ten explorers.

   The student will be able to compare the results of Spanish and French explorers in Texas.

   The student will be able to show how Spain reacted to Texas.
4. Write your objectives covering the topic you selected in Activity I.
5. You are now ready to add the next part to your objective. Not only must your objective show what you want the student to learn but how he is to learn it. Here is the pattern again:

   THE STUDENT WILL BE ABLE TO_____BY_____.

   Example: The student will be able to identify 4 of 10 explorers from a list of 10.

   The student will be able to compare the results of the Spanish and French explorers in Texas by completing a chart.

   The student will be able to show how Spain reacted to Texas by selecting the correct reaction from five possible reactions.
6. Rewrite your four objectives adding the second part of the objective.

7. TO make a complete objective you must also tell the student what grade you expect him to make. Here is the completed pattern.

   THE STUDENT WILL BE ABLE TO_____BY____WITH____% ACCURACY.

   Examples:

   The student will identify 4 of 10 explorers from a list of 10 with 85% accuracy.

   The student will be able to compare the results of the Spanish and French explorers in Texas by completing a chart with 86% accuracy.

   The student will be able to show how Spain reacted to Texas by selecting the correct reaction from five possible reactions with 100% accuracy.

8. Rewrite your four objectives adding the last part telling the student the grade that you want him to make.

9. Look at your topic and determine if you need more than the four objectives you have been working with. Add any objectives you need for your topic.

ACTIVITY III

WRITING THE PRE AND POST TESTS

Using the objectives that you have written prepare the pretest and post test. Your test must be objective and cover your objectives. Also, key your test. Two example questions are below for your use.

1. Write the names of those who explored in Texas.

Pineda	Columbus	Francis Lubbock
Naverz	La Salle	Cortez
De Vaca	Sam Houston	Lincoln
Estevan	Richard Nixon	Grant
De Soto	John F. Kennedy	Coronado

2. Complete the chart below:

EXPLORER	PLACE EXPLORED	RESULTS
LA SALLE	TEXAS LOUISIANA	
	TEXAS	NONE
CORONADO		NONE

ACTIVITY IV

MAKING THE ACTIVITIES FOR YOUR OBJECTIVES

You need at least two activities for each objective. An activity is simply the way you learn the objective.

Example: The student will be able to identify 4 of 10 explorers form a list of 10 with 85% accuracy.

Activity 1. Using chapters 4 and 5 of Texas Land of Contrast list all of the explorers you can find. Write a sentence about each one to help you remember who he is.

Activity 2. Listed below are all of the men who explored Texas according to your book. Study the names and find out a little something about them. We will use their names as a traveling game and you will move through Texas by remembering something about each. Example: First name Cabeza_____move three spaces.

Alonzo Alvarez de Pineda
Hernando Cortes (Mexico)
Panfilo de Narvaez
Hernando de Soto
Francisco de Coronado
Luis de Moscosco
Robert Cavelier de La Salle

Write your activities. Remember they may involve a filmstrip, a game, a tape, slides, or simple question and answers. Key your activities so that the student can grade his own activities.

ACTIVITIES V THROUGH VII

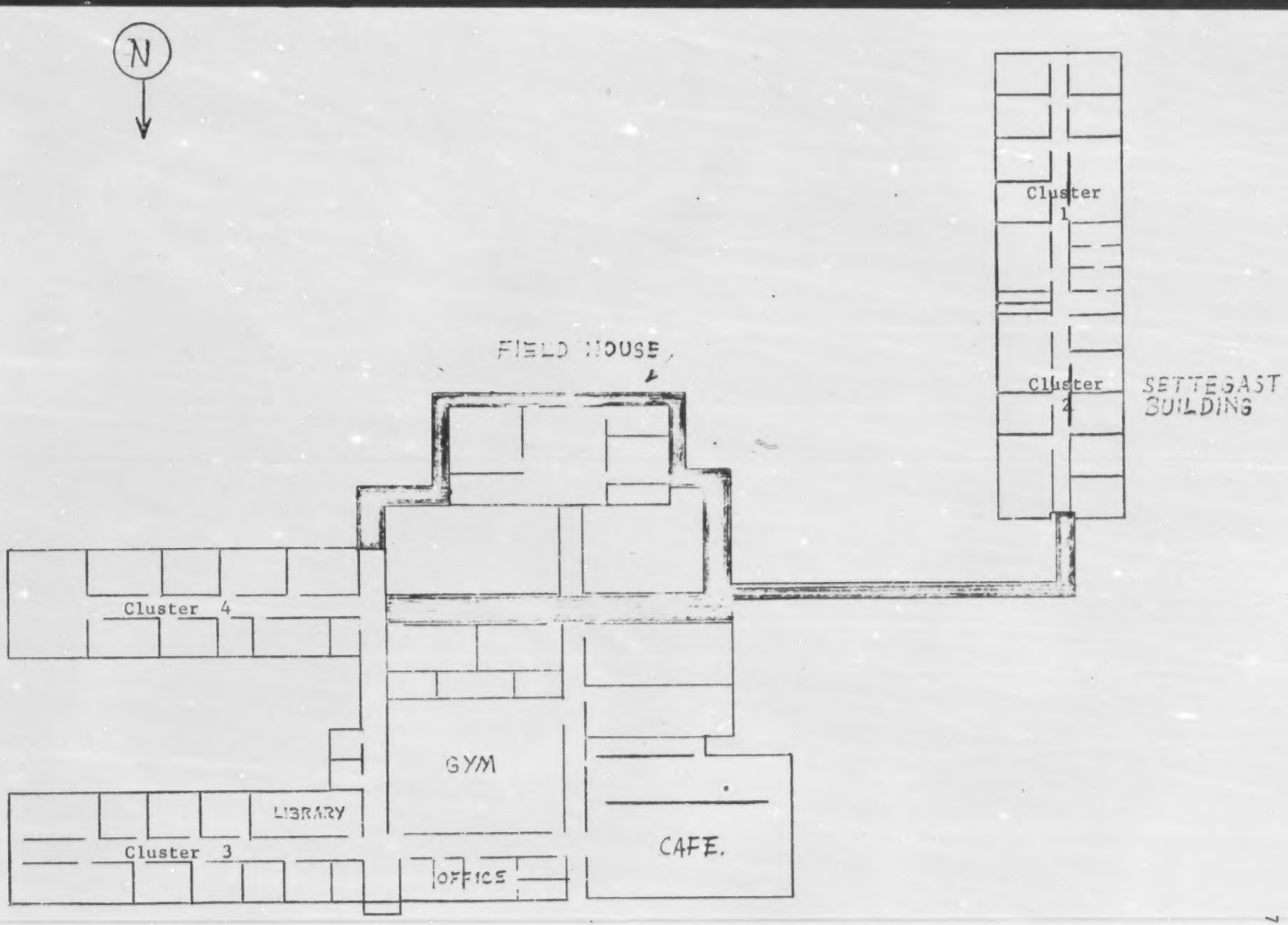
TESTING YOUR MODULE AND FINAL TOUCHES

Activity V You have now completed your module. Give it to a student of your choice to work through. You need to stay with the student so you can answer any questions.

Activity VI Make any changes you think are needed to improve your module. Do this based on the problems you saw the student having as he worked through the module. Was the module too hard in some places, or too easy?

Activity VII Turn the material listed below in to the teacher:

Instruction module
All of your work
The work of the student
Your final module



ELMORE BUILDING

B C ELMORE NEWSLETTER

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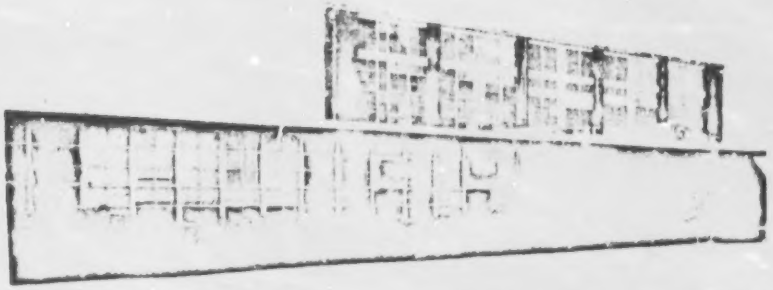


Student Newswriters VOL. I NO. 2

Clifton Hector Steven Crowsey
Mary Goode David Apadaca
Kathy Flanagan

Robert B. Jones, Principal
Paul Q. Watson, Asst. Principal
R.L. Hopkins, Editor

STUDENT INVOLVEMENT AT ELMORE MIDDLE SCHOOL AT ITS HIGHEST PEAK:

As an official part of our Pilot Project at Elmore the following students are participating and working on the ADVISORY COMMITTEE. This committee is responsible for helping to shape policies, areas of improvement, and make our school a more pleasant place of study. They are: Emma Peters, Carlos Pierott, Terry Smith, Marvin Davis, Earl Francis, Edward Reynolds, Candace Jackson, John Matthews, Paul Senegal, Lee Davis, Katherine Racio, Ronnie Alexander, Wanda Jackson, Tracy Brooks, Stephon Chevalier, Annette Shankle, Lesia Drumgo, Felicia White, and Kathy Flanagan. The teachers who help this committee function are Mrs. Colvin, Mrs. Boutte, Mrs. Wilkins, Mrs. Tubbs and Principal Jones.

EXTRA CURRICULA ACTIVITIES: We have 18 clubs working on our campus to enrich the lives of our students. All clubs meet before school on their respective days. The names of our school sponsored organizations are: The STITCHERY CLUB, The GENTS, The HONOR SOCIETY, CLERICAL AIDES, MATH CLUB, HEALTH CLUB, DRAMA-DANCE ENSEMBLE CLUB, The JET-SET, The FIRE DRILL CLUB, ENGLISH SOCIETY, The FLAG RAISERS, The STUDENT COUNCIL, The LIBRARY CLUB, The SPANISH CLUB, The SPELLING CLUB, GIRL SCOUTS, FUTURE NURSES, and the ENVIRONMENTAL SCIENCE CLUB. All of these clubs have plans to make the students days more enjoyable and encourage them to become better citizens.

PARADERS: The GENTS, GLEE CLUB, and ELMORE BAND participated in the Northeast Community Parade held Oct. 12. From the GLEE CLUB came Teresa Alexander, Kimberly Despania, Debra Hogan, Anicia Smith, Cynthia Stanley, and Gwendolyn Williams. They rode in a decorated

car driven by their teacher, Miss Jimmie Glass .... The mighty GENTS of Elmore rode in three decorated El Dorado Cadillacs driven by Mrs. Vernell Craig, Librarian at Jones High School (HISD) and Mr. A.B. Stroughter, Executive Director of the Court Volunteers, who gave help to boys and girls of Harris County .... The other one was driven by their sponsor, Mr. R.L. Hopkins.

SCIENCE CLUB: Cedric Brent is the president, other officers are Janice Pradia, Pamela Simms, Lisa Ross, Pedro Gonzales, and Vincent Dansby.

The HEALTH CLUB elected Terry Jackson as their president with Earl Moore, Jayce Moore, Marian Matthews as their other officers .... Sponsors are Mrs. L. Hrncir, and E. Dennis. The litter barrels you spot on our campus were placed there by this club.

All of the organizations participated in our Hallowe'en Carnival....a complete report next time.

Mrs. Celilia Haynes, one of our counselors, took a trip to Dallas to attend the Professional Counselors meeting.

The Official Advisory Committee for our school toured the building on Oct. 23.

Shinning objects in the building include new lighting fixtures and multi-colored lockers....Kelvin Alexander one of our students is at home after suffering from a recent accident. HURRY BACK Kelvin ----Steven Crowsey has been added to the newswriters staff for the Newsletter.....

Volleyball games are drawing large crowds....they play before school begins in the A.M.

The Elmore tigers are continually piling up victories on the gridiron ....

Girls in P.E. are learning golf techniques from the hands of Miss McLemore ....

Folk Dancing keeps all eyes in their classes, too. .....

NOVEMBER IS HARVEST TIME .....S'LONG

B.C. ELMORE MIDDLE SCHOOL

Questionnaire for Parents

I. Please fill in the blanks for each child you have presently attending Elmore Middle School.

Grade (6,7,or 8)	Boy	or	Girl
_____	_____		_____

II. From what you know of B.C. Elmore Middle School and based upon what your children tell you, how would you rate Elmore School and how do you think it compares to the other schools of the Houston area?

Answer by placing an "X" in the appropriate spaces.

	Superior	Above Average	Average	Below Average	Inferior
1. School building: Adequacy of school plant					
2. Faculty: Intelligence and ability of teachers					
3. Administration: Leadership and ability of principal and assistant principal					
4. Discipline: Control of children's behavior					
5. Curriculum: Content and methods in classes					
6. Interest in welfare of children: Fair treatment and consideration for children					
7. Teaching equipment and materials: Quantity and quality of equipment and materials					

NATIONAL PERCENTILE SCORES

Subtest	March, 1974		March, 1975	
	Mean	SD	Mean	SD
Reading Vocabulary	9.00	4.00	9.00	4.00
Reading Comprehension	9.00	4.00	9.00	3.00
Reading Total	7.00	4.00	8.00	3.00
Language Mechanics	11.00	4.00	12.00	3.00
Language Expression	9.00	4.00	10.00	3.00
Language Spelling	15.00	3.00	14.00	3.00
Language Total	9.00	3.00	9.00	3.00
Arithmetic Computation	9.00	4.00	9.00	4.00
Arithmetic Concepts	9.00	4.00	9.00	3.00
Arithmetic Spplications	9.00	4.00	9.00	4.00
Arithmetic Total	7.00	4.00	7.00	4.00
Study Skills Reference Materials	11.00	3.00	10.00	4.00
Study Skills Graphic Materials	10.00	4.00	9.00	4.00
Study Skills Total	9.00	4.00	8.00	4.00
TOTAL BATTERY	6.00	4.00	6.00	4.00

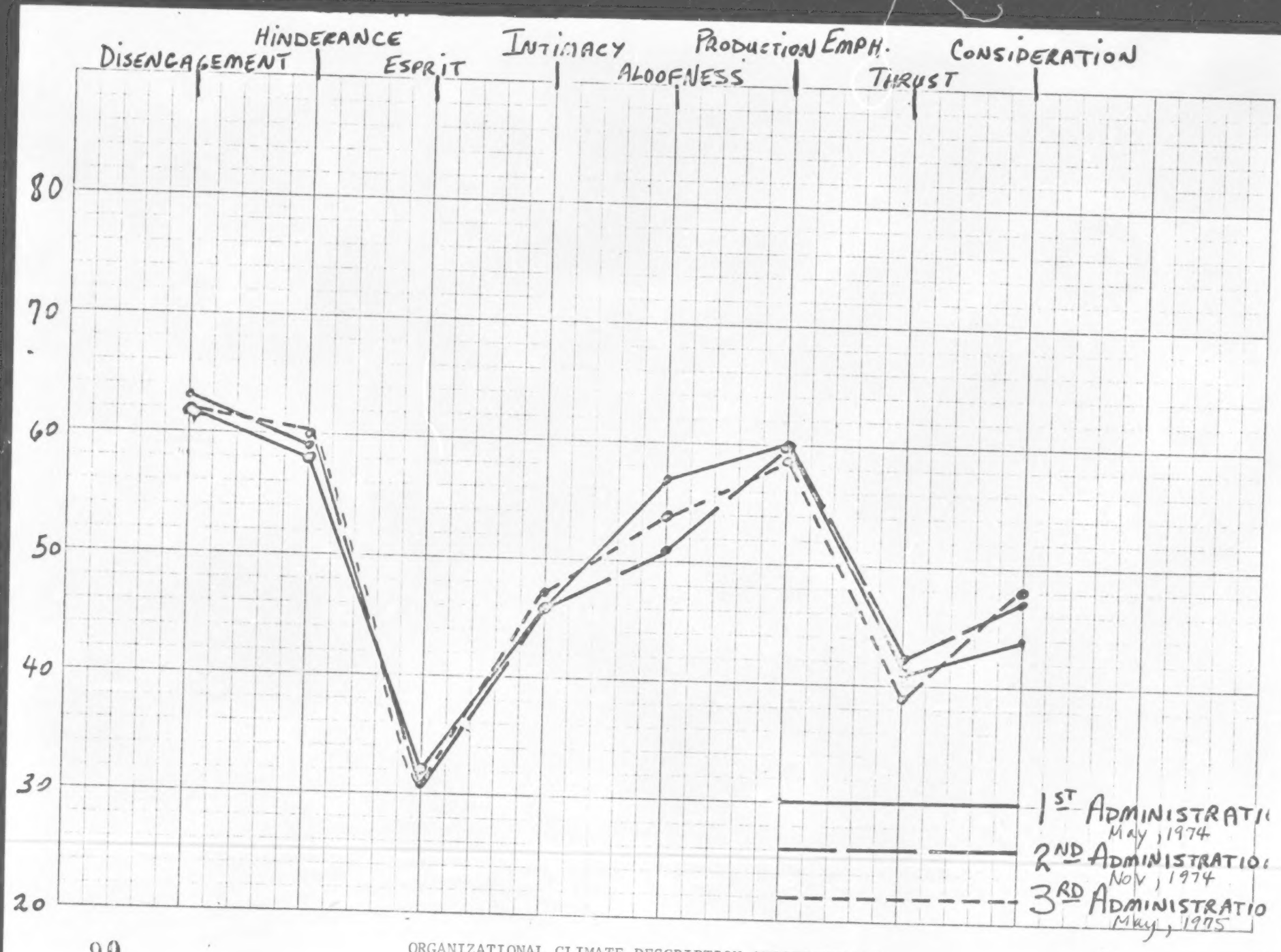
MEAN GRADE EQUIVALENT SCORES

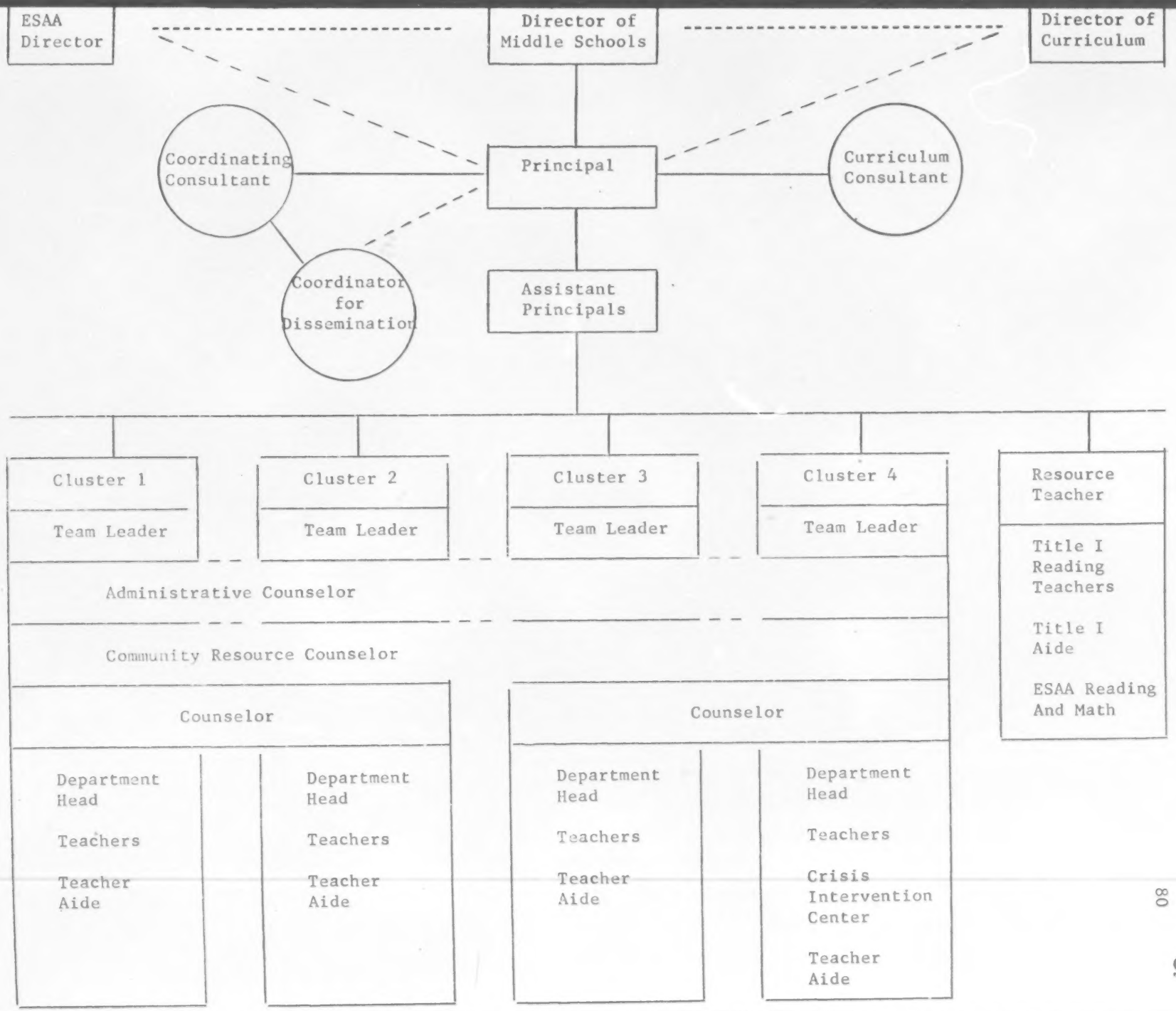
Subtest	March, 1974	March, 1975
Reading Vocabulary	4.6	4.6
Reading Comprehension	4.1	4.1
Reading Total	4.2	4.3
Language Mechanics	4.3	4.3
Language Expression	3.6	4.1
Language Spelling	5.0	5.0
Language Total	4.3	4.3
Arithmetic Computation	5.0	5.0
Arithmetic Concepts	4.5	4.5
Arithmetic Applications	4.5	4.5
Arithmetic Total	4.5	4.5
Study Skills Reference Materials	4.6	4.6
Study Skills Graphic Materials	4.8	4.8
Study Skills Total	4.5	4.5
TOTAL BATTERY	4.3 or 44	4.3 or 44

TOTAL SCHOOL ATTENDANCE

PERIOD ENDING	1973-74 % OF ATTENDANCE	PERIOD ENDING	1974-75 % OF ATTENDANCE
Sept. 28, 1973	93.64	Sept. 27, 1974	95.62
Nov. 14, 1973	91.68	Nov. 15, 1974	92.25
Dec. 20, 1973	91.90	Dec. 20, 1974	92.08
Feb. 21, 1974	87.72	Feb. 20, 1975	91.00
Apr. 05, 1974	89.44	Apr. 11, 1975	91.90
May 24, 1974	90.45	May 28, 1975	91.82

NOTE: In all reporting periods there was a significant increase in total school attendance for the 1974-75 school year.


DISENGAGEMENT
HINDERANCE
ESPRIT
INTIMACY
ALOOFNESS
PRODUCTION EMPH.
THRUST
CONSIDERATION
80
70
60
50
40
30
20
1ST ADMINISTRATI
May, 1974
2ND ADMINISTRATIO
Nov, 1974
3RD ADMINISTRATIO
May, 1975


ESAA Director
Director of Middle Schools
Director of Curriculum
Coordinating Consultant
Principal
Curriculum Consultant
Coordinator for Dissemination
Assistant Principals
Cluster 1
Team Leader
Cluster 2
Team Leader
Cluster 3
Team Leader
Cluster 4
Team Leader
Resource Teacher
Title I Reading Teachers
Title I Aide
ESAA Reading And Math
Administrative Counselor
Community Resource Counselor
Counselor
Counselor
Department Head
Teachers
Teacher Aide
Department Head
Teachers
Teacher Aide
Department Head
Teachers
Teacher Aide
Department Head
Teachers
Crisis Intervention Center
Teacher Aide

OCDQ FORM IV
Choose ONE of these CATEGORIES to tell how you think each statement applies to your school. Write its number in the space to the LEFT of the statement number:

1. RARELY OCCURS
2. SOMETIMES OCCURS
3. OFTEN OCCURS
4. VERY FREQUENTLY OCCURS

_____ 1. Teachers' closest friends are other faculty members at this school.

_____ 2. The mannerisms of teachers at this school are annoying.

_____ 3. Teachers spend time after school with students who have individual problems.

_____ 4. Instructions for the operation of teaching aids are available.

_____ 5. Teachers invite other faculty members to visit them at home.

_____ 6. There is a minority group of teachers who always oppose the majority.

_____ 7. Extra books are available for classroom use.

_____ 8. Sufficient time is given to preparing administrative reports.

_____ 9. Teachers exert group pressure on nonconforming faculty members.

_____ 10. Teachers know the family background of other faculty members.

_____ 11. In faculty meetings, there is the feeling of "let's get things done."

_____ 12. Administrative paper work is burdensome at this school.

_____ 13. Teachers talk about their personal life to other faculty members.

_____ 14. Teachers seek special favors from the principal.

_____ 15. School supplies are readily available for use in classwork.

_____ 16. Student progress reports require too much work.

_____ 17. Teachers have fun socializing together during school time.

_____ 18. Most of the teachers here accept the faults of their colleagues.

_____ 19. Teachers interrupt other faculty members who are talking in staff meetings.

_____ 20. Teachers have too many committee requirements.

_____ 21. There is considerable laughter when teachers gather informally.

_____ 22. Teachers ask nonsensical questions in faculty meetings.

_____ 23. Custodial service is available when needed.

Choose ONE of these CATEGORIES to tell how you think each statement applies to your school. Write its number in the space to the LEFT of the statement number:

1. RARELY OCCURS
2. SOMETIMES OCCURS
3. OFTEN OCCURS
4. VERY FREQUENTLY OCCURS

_____ 24. Routine duties interfere with the job of teaching.

_____ 25. Teachers prepare administrative reports by themselves.

_____ 26. Teachers ramble when they talk in faculty meetings.

_____ 27. Teachers at this school show much school spirit.

_____ 28. The principal goes out of his way to help teachers.

_____ 29. The principal helps teachers solve personal problems.

_____ 30. Teachers at this school stay by themselves.

_____ 31. The teachers accomplish their work with great vim, vigor, and pleasure.

_____ 32. The principal sets an example by working hard himself.

_____ 33. The principal does personal favors for teachers.

_____ 34. Teachers eat lunch by themselves in their own classrooms.'

_____ 35. The morale of the teachers is high.

_____ 36. The principal uses constructive criticism.

_____ 37. The principal stays after school to help teachers finish their work.

_____ 38. Teachers socialize together in small groups.

_____ 39. The principal makes all class-scheduling decisions.

_____ 40. Teachers are contacted by the principal each day.

_____ 41. The principal is well prepared when he speaks at school functions.

_____ 42. The principal helps staff members settle minor differences.

_____ 43. The principal schedules the work for the teachers.

_____ 44. Teachers leave the grounds during the school day.

_____ 45. The principal criticizes a specific act rather than a staff member.

_____ 46. Teachers help select which courses will be taught.

Choose ONE of these CATEGORIES to tell how you think each statement applies to your school. Write its number in the space to the LEFT of the statement number:

1. RARELY OCCURS
2. SOMETIMES OCCURS
3. OFTEN OCCURS
4. VERY FREQUENTLY OCCURS

_____ 47. The principal corrects teacher's mistakes.

_____ 48. The principal talks a great deal.

_____ 49. The principal explains his reasons for criticism to teachers.

_____ 50. The principal tries to get better salaries for teachers.

_____ 51. Extra duty for teachers is posted conspicuously.

_____ 52. The rules set by the principal are never questioned.

_____ 53. The principal looks out for the personal welfare of teachers.

_____ 54. School secretarial service is available for teachers' use.

_____ 55. The principal runs the faculty meeting like a business conference.

_____ 56. The principal is in the building before teachers arrive.

_____ 57. Teachers work together preparing administrative reports.

_____ 58. Faculty meetings are organized according to a tight agenda.

_____ 59. Faculty meetings are mainly principal-report meetings.

_____ 60. The principal tells teachers of new ideas he has run across.

_____ 61. Teachers talk about leaving the school system.

_____ 62. The principal checks the subject-matter ability of teachers.

_____ 63. The principal is easy to understand.

_____ 64. Teachers are informed of the results of a supervisor's visit.

_____ 65. Grading practices are standardized at this school.

_____ 66. The principal insures that teachers work to their full capacity.

_____ 67. Teachers leave the building as soon as possible at day's end.

_____ 68. The principal clarifies wrong ideas a teacher may have.

_____ 69. Schedule changes are posted conspicuously at this school.

GRADE_____
(6, 7 or 8)

SCHOOL SENTIMENT INDEX

Directions: Write your grade in the blank above.

On your answer sheet please show whether each of these sentences is true or untrue for you by marking A (true) if the sentence is true or B (untrue) if it is not true.

For Example:

	A True	B Untrue	
1.	____	____	1. My class is too easy.
2.	True ____	Untrue ____	2. I'd like to stay at my school always.

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your answer sheet.

Please answer all 50 questions. Do not leave any blank.

A True	B Untrue	
____	____	1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
____	____	2. I do my best in school because I can get ahead in the world with a good education.
____	____	3. Most of my teachers seem interested in the things I do outside of school.
____	____	4. Each morning I look forward to coming to school.
____	____	5. My school has too many rules.
____	____	6. I often feel rushed and nervous at school.
____	____	7. Most of my teachers give assignments that are too difficult.
____	____	8. Students here are not as friendly as in other schools.
____	____	9. Most of my teachers try to make their subjects interesting to me.
____	____	10. I hate having to do homework.
____	____	11. My teachers are interested in what I have to say.
____	____	12. It is clear to me why I shouldn't drop out of school.
____	____	13. This school is run like a prison.
____	____	14. I enjoy working on class projects with other students.
____	____	15. Most of my teachers will accept suggestions from their students.
____	____	16. School is a good place for making friends.
____	____	17. I like the challenge of a difficult assignment.
____	____	18. Skipping school whenever I can doesn't really bother me.
____	____	19. I find it difficult to start working on my assignments until they are almost due.
____	____	20. My teachers ask me to memorize too many facts.
____	____	21. There are important subjects not taught in school now which I would be interested in taking if they were offered.
____	____	22. Students have voice in determining how this school is run.
____	____	23. Most of my teachers have encouraged me to think for myself.
____	____	24. I think most of my teachers are fair to me.
____	____	25. I really like most of the kids at this school.

A TRUE	B UNTRUE		
____	____	26.	My teachers don't allow me to be as creative as I am able to be.
____	____	27.	Most of my teachers do not recognize my right to a different opinion.
____	____	28.	Even if I wanted to join certain groups here at school, I just wouldn't be accepted.
____	____	29.	I enjoy talking to many of my teachers after class.
____	____	30.	Most of my teachers are critical of the way young people dress or talk.
____	____	31.	It isn't difficult for a new student to find friends here.
____	____	32.	Many of my teachers could be trusted if I discussed a personal problem with them.
____	____	33.	My facorite classes, regardless of subject, are those in which I learn the most.
____	____	34.	Our school is so large, I often feel lost in the crowd.
____	____	35.	I usually get the grade I deserve in a class.
____	____	36.	I try to do good work in my classes, because you never know when the information will be useful.
____	____	37.	Most of my teachers are still fair with me as a person even when I've done poorly on my school work.
____	____	38.	There are enough different groups here at school for any type of student to find friends.
____	____	39.	Most of my teachers make it clear about how much the students can "get away with" in class.
____	____	40.	I enjoy the social life here.
____	____	41.	Everyone knows who the real losers in this school are.
____	____	42.	Most of my teachers like working with young people.
____	____	43.	Sometimes I just can't put a book down until I'm finished with it.
____	____	44.	Most of my teachers are too concerned with discipline sometimes.
____	____	45.	I usually never do more school work than just what is assigned.
____	____	46.	Most of the teachers at my school cannot control their classes.
____	____	47.	Lunch time at school is not fun.
____	____	48.	If I had the choice, I wouldn't go to school at all.
____	____	49.	Many of my teachers have "pets".
____	____	50.	If school were more related to the skills I'll need after I graduate, I might be more interested.

B. C. ELMORE MIDDLE SCHOOL

Project ORDER

May, 1975

Please indicate, on the scale below each question, your evaluation of the following items:

1. In the course of the school year, do you see the time which you have spent in dealing with discipline problems as increasing or decreasing, in your classroom?

Decreasing		No	Increasing	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

2. In the course of the school year, do you see the time spent in constructive teaching-learning activities as increasing or decreasing, in your classroom?

Decreasing		No	Increasing	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

3. In the course of the school year, do you see the quality of your classroom curriculum and instruction as improving or declining?

Declining		No	Improving	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

4. In the course of the school year, do you see the curriculum and instruction of other teachers in the school (or those that you are familiar with) as generally improving or declining?

Declining		No	Improving	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

5. During the course of the school year, have you seen the academic achievement of your students as improving or declining?

Declining Greatly	Declining Somewhat	No Change	Improving Somewhat	Improving Greatly
1	2	3	4	5

6. During the course of the school year, have you perceived the attitudes and efforts of your students as improving or declining?

Declining Greatly	Declining Somewhat	No Change	Improving Somewhat	Improving Greatly
1	2	3	4	5

7. Curriculum revision has been based on a matrix combining the learning processes and life-interest areas such as self-concept, career, consumer, leisure, and cultural interests.

   a. During the course of the school year, to what extent do you see the relevancy of your classroom curriculum to the life interest of the students as increasing or decreasing?

Decreasing Greatly	Decreasing Somewhat	No Change	Increasing Somewhat	Increasing Greatly
1	2	3	4	5

   b. In the course of the school year, to what extent have you observed the teaching of other faculty members becoming more relevant to the life needs of the students?

Decreasing Greatly	Decreasing Somewhat	No Change	Increasing Somewhat	Increasing Greatly
1	2	3	4	5

8. During the course of the school year, how many modules of study have you written for use in your classroom?

None or Number